

Article I. Learning Conversation Notes	
Name of Partner: Child Abuse Prevention Council Placer (CAPC). Parents as Teachers Home Visitation Program	Date: January 14, 2008
Conversation Participants: Cathy Ferron, Nancy Baggett, Don Ferretti, Janice Critchlow, Mary Jones, Judy Marston, Tilisa May, Leticia Martinez, Billie Jean Glover, Kathleen Shenk	
Outcome: As a result of participation in the Parents as Teachers (PAT) program, parents/caregivers will demonstrate positive parent-child interactions so that their children live in healthy and nurturing homes.	
Performance Measures: <ul style="list-style-type: none"> Demographics according to the categories mandated in the First 5 Placer Demographic Tool. In addition the following will be required; number of children served directly, the number of children served indirectly and the number of parents/caregivers served. Results of pre/post Keys to Interactive Parenting Scale (KIPS) to measure parent-child interaction (to be administered at a minimum of every six months). Results of pre/post Brigance Inventory of Early Development to measure the degree to which children live in healthy and nurturing homes (to be administered at a minimum of every six months). 	
Number of Children Served: 94	62 Continuing 32 new
When served: 7/12/2007 to 12/31/2007	
Gender:	
- Male	42
- Female	47
- Unknown	5
Ages:	
- Prenatal	6
- < 1 year	44
- 1 year	21
- 2 years	13
- 3 years	10
- 4 years	
- 5 years	
- Unknown	
Ethnicity:	
- Alaskan Native/ American Indian	1
- Asian	
- Black/African American	1
- Hispanic/Latino	31
- Pacific Islander	2
- White	42
- Multiracial	17
- Other	

Section 1.01 What is this data telling us about achievement of outcomes?

Demographics

- Continuing families were home visiting families from the last year.
- 18 children over age three were served indirectly.
- Percentages of male vs. female were pretty close. Unknown are prenatal.
- 69% of the children served are under two years of age. These numbers are on the rise, very positive. Getting parents earlier.
- Ethnicity is a balance that reflects the community. Close connection with the public health nurses and hospitals – reaching the populations needed.
- Primary languages are English and Spanish. PAT is bilingual.
- Special Needs: 2 are eligible for part C, 92 with no special needs. Children are not entered into the special needs category unless/until they qualify for the service.
- Beginning to pick up some of the outlying areas, Newcastle, Loomis, Rocklin.
- In the next Learning Conversation the demographics will show children who are continuing as of 1/1/08 in the continuing column and any children starting after 12/31/07 will be new (in regards to performance measures). 8 were closed out because they met their goals

Parent Demographics

- There are 81 families with 94 children and 96 participating parents.
- There were a couple of male single parent families. There are 23 families with mom and dad participating.
- Six parents under 21 years of age, majority 20-24, oldest caregiver 45. The group served seems to be getting younger.
- Parent ethnicity reflects that of the children.

Results of pre/post Keys to Interactive Parenting Scale (KIPS)

- KIPS is a structured observational tool. A home visitor scores the parent and child interaction and shares the information with the parent.
- Three areas, 1-2 is below standard, 3 is low standard but acceptable, 4-5 indicates proficiency
- None of the parent scores for KIPS pretest were a 4-5, the greatest number were in 1-3 level.
- In the post KIPS there were 7 parents in the 4-5 level.
- The hoped for gain is one point over a six month period. If gain is under the 1.0 the home visitor gives extra guidance.
- If you look at the scores at the pretest it shows a group of parents in need of a program for positive parent-child interaction.
- Twelve domain areas, pre and post areas are shown.
- An internal use of KIPS is using the average to assess group growth.
- The average of each domains information will be used in planning for the program.
- Skill change column shows the overall skill change for parent-child interaction. This will also be used in planning for the program.
- Some parents once given the information make significant change and others will take more time to implement the information.
- In the case of siblings, the scores are sometimes different.
- The data is telling us that this is an excellent tool and that parents are improving at very different rates. Seven parents are where they should be, 11 scored at the standard range, 7 parents are not at standard.

- The final column says that growth has taken place for every parent.
- The format for presenting the data for the next Learning Conversation should remain the same.

Results of pre/post Brigance Inventory of Early Development

- Measures children at all stages: delayed, standard and advanced.
- A child may score advanced on one test but delayed on the next chronological test.
- Includes hearing, speech and vision assessment scores within the test.
- The Brigance tells the status of the child's development
- New self help, social emotional tool for 2-3 year olds will begin being used.
- The aggregate chart for the Brigance, the numbers listed in the pre and post are not necessarily the same children.
- Delay in most cases was due to a language component. Referrals are made as necessary.
- Data is saying that nurturing is going on and positive interactions and delay may still occur or vice versa.

Section 1.02 In what ways will we apply what we have learned from our data?

- Home visitors and staff review the data and use the analysis to tailor individual family information as necessary.

Other points that were made during the conversation:

- The PAT model suggests waiting one year before implementing monthly group meetings. CAPC will begin implementing at 7 months (February 2008).
- PAT program follows same kind of things they were doing already, feel very comfortable using this model. Philosophically the same. The way the lessons are designed and implemented are CAPC strategies. The materials and visits set up are very prescribed pattern, very consistent, same elements for each visit. What may change is the type of material (age appropriate) family circumstances, discipline, sibling rivalry, etc.
- The home visit is flexible to accommodate families up to 7:00pm. Late appointments (during the dinner hour) are not generally requested.

Next Steps:

- Continue to use KIPS. The domains on the KIPS speak to "nurturing homes" and positive parent-child interactions.
- Keep the Brigance but also report vision, hearing and speech indicators.
- Present the Brigance data more simply, Evaluator will help refine, i.e., compare the Brigance and KIPS, pull the health information from the Brigance and manually indicate those results
- Next Learning Conversation: July 17, 2008 - 1:15 to 4:45pm